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Anne Fritsch
*Illinois Wesleyan University*

Jeanne Koehler, Faculty Advisor
*Illinois Wesleyan University*

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Abstract

A high school English classroom provides avenues to include elements of other disciplines, one being visual art. I incorporated visual art in lessons throughout student teaching. The focus of this self-study is on the inclusion of art within three Honors English 9 classes during a Romeo and Juliet unit. This study uses various examples of student work as well as observational field notes to provide insight into student responses to using visuals. The data from this study as well as existing research coincide and suggest incorporating visual art into English classes is an effective way to increase student engagement and bolster understanding. In future implementation of visuals in the English classroom, it will be important to include visual art on a consistent basis and ensure students understand the educational value of visual art.

Key Questions

1. How does using visuals in an English classroom affect student engagement?
2. What are ways to use visuals in teaching English?

Literature: Key Points

• Visualizing creates a new way of thinking which leads to understanding (Gorman & Eastman, 2010).
• Literacy in multiple modes is necessary today (Benson, 2008).
• Engagement and differentiation with visual art can be achieved easily in the humanities (Nolan, 1997).
• Visuals can be used many ways in instruction; i.e.: Bruce, 2011.

Methods

• Qualitative study.
• Incorporated visual arts assignments into Romeo and Juliet unit.
• Observed student engagement in lessons.
• Assessed visual art work submitted by students.

Findings

• Using visual assignments increases student engagement with literature.
• To enhance visual literacy, include visual art more consistently in English lessons.
• When using visual art, explain value of art and visual literacy to students.
• Spend more time having students explore visual art to express key concepts from literature.